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ABSTRACT

The pamphlet cites opinions of professionals, philosophers, and handicapped persons to discuss the value of physical education, recreation, and sports for the handicapped. Addressed are such aspects as definitions of the handicapped, impaired, and disabled; medical opinions; benefits beyond the physical; and integration into regular school and community programs. (CL)

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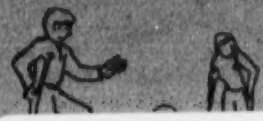
values of physical education, recreation, and sports

for



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ACKNOWLEDGEMENTS

"Do not let what you cannot do interfere with what you can do."

John Wooden

Many different people have contributed their talents to this brochure. Without unselfish willingness to share their thoughts about values of physical education, recreation, and sports for all, a venture of this type could not have been attempted. Only by presenting each contributor's frank and candid remarks has it been possible for this brochure to accomplish its basic objectives. Seeing how strongly other individuals feel and the many ways in which this varied cross section of personalities supports physical education, recreation, and sports activities for special populations should be extremely helpful to each reader. Many years of leadership and active participation in these activities by contributors to this publication should stimulate and challenge both consumers and providers of services who have not yet gotten their feet wet in these programs. In the final analysis, only to the degree that these words inspire and motivate others to action will these efforts really be valuable and worthwhile. Hopefully individuals not now participating or afforded opportunities in physical education, recreation, and sports activities will get actively involved; and those now taking part to some degree will become increasingly more active through expanded and enriched opportunities. To each who has contributed his or her talents and experiences to this publication . . .

- Each individual who took time from extremely busy schedules to prepare thoughts and reflections about physical education, recreation, and sports for special populations.
- Lowell Klappholz, editor of the *Physical Education Newsletter*, who reviewed statements, developed the manuscript, edited materials, and did most of the editorial work.
- Wanda L. Burnette, Program Administrative Coordinator, Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC), who coordinated production, processing, and distribution of the final product.

. . . **thanks for jobs extremely well and competently done.** Results of your contributions reflect your professional dedication far above and beyond the call of duty.

Julian U. Stein, Director
IRUC and AAHPER Consultant
Programs for the Handicapped

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PROLOGUE

"I've never let stereotypes—like a blind person can't do that—stand in my way"

Bill Schmidt
Blind Elementary School
Principal and Teacher
Temple City, California

Opportunities for impaired, disabled, and handicapped persons to participate in physical education, recreation, and sports programs have increased greatly during the last few years. However, the potential of these activities has hardly scratched the surface. More school and community level personnel—teachers, recreation specialists, physicians, psychologists, sociologists, and parents—now recognize values and contributions provided special populations through active participation in these programs. As more and more individuals and groups become involved in such activities, all must work together to coordinate and improve opportunities in physical education, recreation, and sports for every individual with a special need.

This brochure contains statements about the importance and values of an active physical life for impaired, disabled, and handicapped persons that have been made by people from many different walks of life. The brochure—

- Contains statements made by medical authorities, representatives of different professional associations, special education teachers, physical educators, recreation specialists, research personnel, government leaders, psychologists, and impaired people themselves about the values of and need for programs, services, facilities, and opportunities in physical education, recreation, and sports for special populations.
- Focuses on the importance of opportunities in physical education, recreation, and sports for special populations in terms of overall values of these activities for every individual including impaired, disabled, and

handicapped persons. Not only do these programs and activities promote better health and a life worth living, but they transcend the physical. Active and vigorous participation in physical education, recreation, and sports activities help individuals develop socially, emotionally, and psychologically and to adjust to life.

- Emphasizes responsibilities of staffs in schools, community programs, and special centers for planning and providing physical education, recreation, and sports activities, hiring and training competent professional and paraprofessional personnel and volunteers, and constructing barrier free facilities to meet special needs of individuals with various handicapping conditions.

"Physical activity can be a sneaky way of getting to everything about a person's life. With children we try to establish that feeling in themselves so that they have that pride—I am an individual—to make the boy accept himself as what he is."

Mike Burg
The Academy of Physical and Social Development
Newton Centre,
Massachusetts

WHO ARE THE HANDICAPPED?

"In many people's eyes, and maybe in your own, you may have been shackled to a wheelchair or condemned to a life fighting a body that just won't cooperate . . . I've always counted myself lucky that my greatest limitations are physical. To be burdened with a real handicap like loneliness, insecurity, or lack of human dignity might be too much to handle."

Henry Henscheid, Graduate Student
in Rhabilitation Counseling
University of Idaho, Moscow
He has cerebral palsy and walks with a cane.

The terms impaired, disabled, and handicapped are often used synonymously and interchangeably. Society categorizes and stereotypes; it imposes labels, particularly upon individuals with various physical, mental, emotional, and social conditions. This is a paradox in an era where emphasis is supposedly on the individual and what he or she can do; lip service is given to an individual's potential while too many programs, activities, and efforts focus on disability and deficiency. The contradiction between philosophy and reality is even more confusing when one realizes that these are not ways in which many individuals with various handicapping conditions look upon themselves. There are important differences among impaired, disabled, and handicapped persons that indicate difference in degree and type of condition. Personnel involved in these programs must promote appropriate definition, connotation, and exact use of each of these terms. The following are ways individuals with various conditions look upon themselves, not ways that have been culturally imposed by society and able bodied persons—

- *Impaired* individuals have identifiable organic or functional conditions—some part of the body is actually missing, a portion of an anatomical structure is gone, or one or more parts of the body do not function

properly or adequately. The condition may be permanent, as in the case of amputation, congenital birth defects cerebral palsy, brain damage, or rectolinial fibroplasia. It may be temporary—functional speech defects, some learning disabilities, various emotional problems, certain social maladjustments, or specific movement deficiencies.

- *Disabled* individuals, because of impairments, are limited or restricted in executing some skills, doing specific jobs or tasks, or performing certain activities. Individuals with impairments should not be automatically excluded from activities because the condition makes it appear that they cannot participate safely, successfully, or with personal satisfaction. Some impaired persons attain high levels of excellence in activities in which they are not supposedly able to perform or participate.
- *Handicapped* individuals, because of impairment or disability, are adversely affected psychologically, emotionally, or socially. Handicapped persons reflect an *attitude* of self-pity. Some individuals with impairments and disabilities are handicapped; some severely. Others with severe impairments or disabilities adjust extremely well to their conditions and live happy and productive lives. In their eyes they are not handicapped even though society continues to label them handicapped. Undoubtedly many persons in society with neither an impairment nor a disability are handicapped!*

The Credo of **Abilities Incorporated** (Albertson, New York) eloquently and pleadingly presents inner feelings, true desires, and personal perceptions of impaired, disabled, and handicapped persons. In helping each person gain this type of personal stature, dignity, and independence, we must heed these words—

*Because contributions for this brochure came from many different individuals with a variety of orientations, use and connotation of the terms impaired, disabled, and handicapped in quotations may not be consistent with this discussion.

"I do not choose to be a common man. It is my right to be uncommon—if I can. I seek opportunity—not security. I do not wish to be a kept citizen, humbled and dulled by having the state look after me. I want to take the calculated risk; to dream and to build, to fail and to succeed. I refuse to barter incentive for a dole. I prefer the challenge of life to the guaranteed existence; the thrill of fulfillment to the stale calm of Utopia. I will not trade freedom for beneficence nor my dignity for a handout. I will never cower before any master nor bend to any threat. It is my heritage to stand erect, proud and unafraid; to think and act for myself, enjoy the benefit of my creations, and to face the world boldly and say, this I have done."

By instilling appropriate understanding and placing needs of special populations in proper perspective, physical educators and recreators and coaches can make definite contributions to the total well-being of these groups by:

- Offering challenging opportunities, meaningful experiences, and functional activities on a personalized and individualized basis.
- Accentuating the positive and eliminating the negative in thought and action.
- Stressing ability, not disability; emphasizing potential, not deficiency; encouraging, not discouraging.
- Taking steps to see that impairments and disabilities do not become handicaps through negative attitudes and self-despair.
- Acting *now* to start new programs where none exist; increasing opportunities and intensifying physical education, recreation, sports, and leisure time activities.
- Improving substantially values of programs for each individual participant.

"There are no disabled Americans—only Americans with varying degrees of ability."

Henry Viscardi
Chairman, White House Conference
on the Handicapped

IN PERSPECTIVE

"It's good to give the handicapped life, But better to give them a life worth living."

Helen Keller

Before considering specific values of active participation in physical education, recreation, and sports programs by persons with various handicapping conditions, the following need to be considered—

- If participation in these activities is good for social, emotional, physical, mental, and total development of able-bodied children, adolescents, and adults, then it is just as important, if not more so, for impaired, disabled, and handicapped individuals.
- If an able-bodied child must learn to play to become physically fit, develop sports skills, use leisure time constructively, then a child with a handicapping condition must also develop these attributes and continue to participate throughout life.

Educators, administrators, medical personnel, government officials, and others involved in upgrading the quality of life for all people generally accept that

- Individuals with special problems are basically people with the same needs and aspirations as their able-bodied peers and contemporaries. As human beings, impaired, disabled, and handicapped persons are invaluable with much untapped potential. As citizens, they are entitled to all rights, privileges, and responsibilities guaranteed to all citizens. Motivation that has spurred able-bodied children, adolescents, and adults to play and participate in physical education, recreation, sports, and leisure time activities beyond limitations of work or school is not unlike motivation of impaired, disabled, and handicapped individuals. What is right and good for able bodied persons is just as beneficial and necessary for impaired, disabled, and handicapped indi-

viduals—health, fitness, and happiness are not limited to a select few!

- All individuals should have opportunities to participate in active physical education, recreation, and sports programs unless there are medical conditions which adversely influence the health of the individual.
- Every child with a handicapping condition is entitled to opportunities to participate in physical education, recreation, and sports programs. Every impaired, disabled, and handicapped person should be protected from unwarranted deprivation which his or her condition does not necessitate. If potential problems caused by handicapping conditions are to be reduced and not spill over into other areas of life, each individual needs opportunities to participate in appropriate physical education, recreation, and sports activities.
- Every effort must be made to include persons with various handicapping conditions in appropriate regular physical education, recreation, and sport programs.
- Professionals and others working in these fields must be given necessary training and skills to meet needs of impaired, disabled, and handicapped individuals through these programs. Local attitudes which have served to restrict funding and program opportunities must be changed so that persons with handicapping conditions are no longer excluded and so that participation opportunities are not restricted.
- A love of sports and other related participation activities permeate the American culture. Failure to provide impaired, disabled, and handicapped individuals with opportunities to participate fully, successfully, safely, and with personal satisfaction is to deny them important chances for self-fulfillment and integration in the total life of a community.
- Efforts to integrate individuals with impairments, disabilities, and handicaps into all facets of community life are overdue. Many Americans, both children and adults, have been sorely discriminated against and

denied their right to participate in the mainstream of community life because they have been considered different. People fail to recognize that too few impaired, disabled, and handicapped individuals have adequate and appropriate opportunities to participate in social, recreational, and sports activities.

The handicapped child has a right to grow up in a world which does not set him apart, which looks at him not with scorn or pity or ridicule but which welcomes him exactly as it welcomes every child, which offers him identical privileges and identical responsibilities.

Matthew E. Sullivan, Consultant, Physical Education, St. Louis County Special School District, Town and Country, Missouri.

"The values of physical education, motor development, recreation, sports/athletics, physical fitness, camping, aquatics, perceptual-motor, and related activities are well-documented when applied to *normal* children and adults. These same values take on even greater significance when applied to the handicapped. The area that may well be most important, but, too often given least emphasis for the handicapped is physical fitness. The health benefits of cardiorespiratory activities such as jogging, swimming, and cycling for the *normal* are no longer questioned. Many handicapped persons can also profit from vigorous activities providing innovations are forthcoming, equipment is modified, and vigorous activity for the handicapped becomes more widely accepted. The list of values should also include, a sense of purpose and achievement, motivation for self-improvement . . . "

Burton Blatt, Director, Division of Special Education and Rehabilitation, Syracuse University, Syracuse, New York.

"People are after all people, and what is right and good for them is, in the overwhelming number of cases, right and good for the disabled. Especially insofar as sports and recreation, the disabled have inherent rights, always, and legal rights, very often, to be full participants in the opportunities that our society affords its members. Lastly, my own experience has taught me that not only will the disabled profit mightily from such participation but, unquestionably, they will contribute to the general welfare of others similarly involved."

ALL CAN PROFIT

"Let each become all that he was created capable of being. Expand, if possible, to his full growth, and show himself at length in his own shape and stature."

Thomas Carlyle

It is generally agreed that any boy or girl who can profit from instruction offered in public schools should be able to enroll in school and participate fully in all of its programs. Many boys and girls with physical and mental limitations are participating and attending classes with children who have no physical or mental problems. In a typical public school, children with impaired vision, hearing problems, orthopedic conditions, neurological disorders, debilitating diseases, extremely low levels of physical fitness, and inadequate motor ability are found actively participating in appropriate physical education programs.

Hollis Fait, Professor of Physical Education, University of Connecticut, Storrs, Connecticut:

> "Nearly all of these students, regardless of their physical or mental attributes or limitations, can benefit from some type of physical education. The physical education of a child with a handicapping condition must, however, be planned and conducted to serve his special needs. To accomplish this is the purpose of special physical education. Special physical education offers a program of motor activities adapted to the abilities, needs, and interests of the handicapped student, thereby ensuring optimum benefits from participation and maximum protection against any possible aggravation of a handicapping condition."

Goals of special physical education programs are the same as those of regular programs. Specifically, these programs are designed to: increase levels of physical fitness; increase motor ability in fundamental skills of everyday living and in basic sport skills; increase the feeling of individual worth and develop an understanding of limitations while emphasizing potentialities; and develop an appreciation for motor skills and thus stimulate a desire for continued participation in physical activities.

MEDICAL OPINIONS

"Activity strengthens—inactivity weakens."

Hippocrates

Medical authorities, educators, and psychologists generally agree that individuals with various handicapping conditions can benefit and profit from participating in physical education activities. Furthermore, there is agreement that benefits include improved psychomotor, cognitive, emotional, and social development.

Timothy T. Craig, Past Secretary, Committee on the Medical Aspects of Sports, American Medical Association, Chicago, Illinois.

> "The Committee on the Medical Aspects of Sports believes that all individuals should have an opportunity to participate in some activity if a medical contraindication does not exist taking into account their health and safety. This means that professionals must find an activity that the individual can participate in safely and effectively. The physicians' role in this work is to describe the health and safety implications of the medical handicapping condition, so that those formulating programs can take it into account when developing activity to be fitted to a particular individual.
>
> "There are occasions where the medically handicapped can even achieve superior performance if their condition is controlled well, e.g., Ron Santo (diabetic), Bobby Clarke (epileptic) and Rick Demont (asthmatic). Individuals with such conditions need to be given more encouragement than they have received in the past."

In recent years, the American Medical Association's Committee on the Medical Aspects of Sports has modified its position that contraindicated individuals with epilepsy participating in boxing, tackle football, ice hockey, diving, soccer, rugby, and lacrosse. In 1968, the Committee stated that individuals with epilepsy should not participate in these sports. In 1974, the Committee stated in "**Epileptics and Contact Sports,**" *Journal of the American Medical Association* (August 12, 1974):

> "This advice was based primarily on theoretical logic. There was, however, no statistical proof

that repetitive physical contact, even of the head as in football, causes a greater frequency of seizures in the epileptic then might occur when the same patient was asleep. In fact, in many patients, seizures occur more often with sleep.

"Opinion is still divided, but there is ample evidence to show that patients will not be affected adversely by indulging in any sport, including football, provided the normal safeguards . . . are followed, including adequate head protection. . . . All things being equal, it is probably better to encourage a young boy or girl to participate in a noncontact rather than a contact sport. However, if a particular patient has a great desire to play a contact sport, and if to do so is considered a major ameliorating factor in the patient's adjustment to school, associates, and the seizure disorder, then serious consideration should be given to allowing participation if the seizures are medically controlled."

Of further interest is the medical opinion that atherosclerosis is not a disease of old age. Actually this condition is considered a childhood or pediatric disease that manifests itself in later life, even old age; it is caused partially by poor exercise and diet habits in young children. These findings are especially important and have many implications for impaired, disabled, and handicapped persons who have not been given opportunities to participate in vigorous physical education, recreation, fitness, and sports programs from earliest childhood.

Research indicates that progressive and continuous physical activity is vital to the well-being of all. For example, paraplegics and lower limb amputees who *pedaled* bicycle ergometers with their hands showed similar improvement in cardiorespiratory measures as subjects who pedaled in conventional ways. Other studies and field experiences revealed that individuals with asthma had fewer and less severe attacks when they participated in physical education and sports activities regularly. Seizures of some susceptible mentally retarded individuals and amount of medication have been drastically reduced with regular activity. Endurance and stamina of individuals having cystic fibrosis have been enhanced through participation. Psychological and emotional well-being can be improved greatly through participation in the same activities bringing about physical changes.

TRANSCENDING THE PHYSICAL

"People have such strength and potential, and more when they're paralyzed. Once they get over that hump, successfully pass through that first bad depression, they are better spiritually than ever before! These quadraplegics and paraplegics have such spirit as a well person can never understand."

Roy Campanella

Former Brooklyn and Los Angeles
Dodger Catcher
Member, Baseball Hall of Fame

Values of physical education, recreation, sports, and leisure time activities far exceed the physical. Such activities have been described as—

- Contributing to total intellectual, social, emotional, and psychological functioning of individual participants.
- Enabling individuals to savor the thrill of victory and suffer through the agony of defeat, recognizing that there can be defeat in victory and victory in defeat!
- Improving social concepts, self-image, and interpersonal relationships. Participation can provide understanding of what striving, competing, and achieving mean and lead to an appreciation of the values of taking part in group activities and in contributing to a unified group effort.
- Teaching ethical values embodied in playing fairly and following rules of good sportsmanship as important lessons for life.
- Having special relevance for developing basic readiness skills necessary for success in fundamental academic areas in the primary grades and in early childhood programs. Focus at these levels is generally in the psychomotor domain with emphasis on perceptual-motor development, movement exploration, and basic skills.

- Assisting in learning to follow directions and acquiring positive behavioral patterns.
- Promoting psychological and emotional security of parents and children alike through participation, success, and in breaking the often found failure-frustration cycle which is furthered by lack of opportunity. This is extremely important to parents when they see their child succeed for the first time in movement, physical fitness, or sports activities. Success in itself can improve parent-child relationships and adjustment as parents take pride in what their child does and recognize him or her as an individual with unique abilities.
- Motivating persons to participate in varied activities for the sheer joy of interacting with peers of all ability and functional levels.

John W. Kidd, Assistant Superintendent (Retired), Department for the Mentally Retarded, St. Louis County Special School District, Town and Country, Missouri.

> "Quite often, indeed much too often, the school and the community respond to the academic and social needs of the handicapped without necessary awareness of *all* dimensions of their needs. It isn't just the orthopedically handicapped who need special help to develop and maintain healthy bodies as habitats for healthy minds—but the blind, the deaf, the retarded, and the disturbed may find significant opportunities for healthy growth in all respects where knowledgeable persons are available to serve the physical needs and where facilities are similarly appropriate. Pools, camps, nature trails, parks and playing fields and courts *can* make the difference between a handicapped person's *zest for* living and a *resignation from living.*"

Ernest Bundschuh, Associate Professor, Coordinator of Health, Physical Education, and Recreation, Athens Unit Georgia Retardation Center, Athens, Georgia.

> "Competency appears to be a key word relative to the handicapped child and adult. Competent to perform those functions in life that have meaning of fulfillment, initially to make friends with himself, to learn how to compensate for deficiencies yet develop abilities. The full realm of physical activity, therefore, lends basic support

to the development of practical attributes such as that which is needed to obtain prevocational and vocational skills. On the other hand, fulfillment of life could not be completed without self realization outside the primary goals needed to function on a day to day work schedule. The interest and needs of the impaired, disabled, and handicapped do not differ from other people. Within the realm of their ability, knowledges, and skills must be developed in order to perpetrate esthetic values that stimulate activity toward the wholeness of life. In many respects, joys that can be derived from leisure skill, and, therefore, increased social interaction, go far in making a person even more human and aware that he can give and share. The parameters of structured physical activity give the foundation for later self-directed goals. A person who becomes comfortable with himself in the physiological sense can then go on to help others—isn't this what education is all about?"

H. D. "Bud" Fredericks, Research Professor, Teaching Research, A Division of the Oregon State System of Higher Education, Monmouth, Oregon.

"Not only can the moderately and severely retarded participate in sports and recreation activities such as camping, swimming, hiking, but oftentimes their participation tends to enhance many of their other behaviors. Nowhere has this been better demonstrated than in the Special Olympics where many moderately and severely handicapped people have demonstrated proficiency in running, jumping, and throwing and have achieved a recognition that was previously denied them. This recognition has frequently improved the self-concept of the individual to an extent where performance in other behaviors has also been enhanced. This athletic success seems to give him the confidence to try other things—to talk to so called normal people and to be heard. As a result his interactions with normal people increases and, not so strangely, he moves one step closer to normalcy . . ."

The **New Jersey Association for Retarded Citizens (NJARC),** New Brunswick, New Jersey.

"For the retarded individual, recreation is more than a diversion—it is an opportunity.

"For the child, it is an opportunity to grow up . . . while at play. Splashing in a pool, bouncing on a trampoline, climbing on playground equipment, walking through the woods, gives the re-

tarded child an opportunity to make friends, to explore his/her environment, while developing the motor, perceptual, and conceptual skills which he/she will be able to use in the classroom.

"For the teenager, it is an opportunity to learn . . . about himself and his age-mates. Going on outings or to dances, joining a scout troop, baking cookies or decorating the gymnasium for a party, visiting the library or the neighborhood roller skating rink, gives the retarded teenager an opportunity to develop social skills, to make friends, to utilize community resources while learning to function effectively and independently within the community."

"For the adult, recreation is an opportunity to live . . . a busy, fulfilling life. Bowling, swimming, attending a basketball game, joining a photography club, gives the retarded adult an opportunity to socialize while using leisure time constructively and enjoyably.

Ray Schoenke, Former Offensive Lineman, Washington Redskins Professional Football Team and former Washington, D.C., Special Olympics Director, Chevy Chase, Maryland.

"For many of the handicapped children I have worked with, the single most effective means of providing some stimulation of meaning to life has been active involvement in sports activities. For these children, life has been a long list of failures and frustrations. Through physical fitness training, they have experienced success for the first time. One example is that of a little boy who worked hours trying to learn to kick a football. A very normal act for a normal child—but when this child finally managed to kick that ball a few feet he was totally overcome with joy and ecstasy. This is what the physical education programs are all about—trying to build confidence in a child so that he can do something.

Jack Campbell, Director of Special Education, University of Nevada, Reno, Nevada.

"When the retarded are exposed to a systematic program of physical fitness training, they make significant improvements in their fitness capabilities. This is not only important in its own right, but also because of the positive relationship which exists between physical fitness and intelligence, academic achievement, social skills, and accident rate."

Charles E. Acuff, Commissioner, Mental Retardation Developmental Disabilities Services, State of Arkansas, North Little Rock, Arkansas.

"The practical, meaningful, and enjoyable experiences which stem from active participation in physical and leisure programs can become the stimuli, the motivation, the trigger which will provide the impetus for broader understanding and greater learning in academic areas and in other complex situations.

"Activities in recreation and physical education programs for the retarded . . . make available tools and media through which the retarded can learn many things about themselves, their associates, and their environment. Many of the activities are non-verbal, symbolic, and concrete ones in which the retarded can express themselves in meaningful and significant ways. The scope of activities . . . is so vast that every individual, regardless of age, degree of disability, or previous experience, can find areas in which he is interested and in which he can succeed and achieve."

Charles T. Mitchell, Jr., Late Chairman, Recreation Committee, National Association for Retarded Citizens, Philadelphia, Pennsylvania.

"Through play, young children develop basic physical skills and learn patterns of social and emotional behavior. Playing with toys or enjoying the familiar games of childhood can stimulate the imagination, encourage creative role-playing, and teach children how to interact cooperatively with others. Games with increasingly complex rules further develop social skills as the child grows older. Engaging in hobbies and crafts can establish patterns of self-occupation and prevent boredom and loneliness in later life. Good habits of physical fitness and constructive use of leisure time continue to be essential during adulthood, particularly for handicapped members of society. Vocational training and home economics are not the only necessary skills in preparing an individual for community life—the challenges presented to everyone must also include learning how to live with leisure."

Bruce Balow, Sheila Merzer, Carol Sundholm, Autistic Program, Special Education Programs, University of Minnesota, Minneapolis, Minn.

"We use the full range of physical education, motor development, dance and movement activ-

ities to help our children learn to pay attention, to follow directions, to understand their bodies somewhat, to interact constructively with others, and to respond to outside stimuli. To attain these kinds of skills with our profoundly handicapped children, we mix pre-academic and academic activities with the physical education and related activities. The types of things we do . . . include simple movement to rhythm, circle dancing, kicking feet, walking on the balance beam, obstacle courses with furniture, riding tricycles, jumping over and crawling under ropes, jumping on cushions, spinning, running, standard exercises such as sit-ups, swinging, climbing, tumbling, moving to music on a paced basis."

Logan Wright, Director of Pediatric Psychology, Children's Memorial Hospital, University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma.

"Physical education can obviously contribute . . . to intellectual development by teaching what it means to compete, to strive, and to achieve. What's more, physical education for the handicapped can provide a badly needed impetus to social and interpersonal development through group activities, and even stimulate moral development by teaching such things as fair play and team work."

Robert Thompson, Director (Retired), Michigan School for the Blind, Lansing, Michigan.

"One of my highest priorities in connection with the growth, development, and education of visually impaired children and youth has been insistence on the justifiable feeling of physical adequacy and physical competency. Once a child or youth begins to feel about himself and his accomplishments physically, a host of other things begin to fall in place."

Samuel Gridley Howe, patriarch in the field of education of the visually impaired.

"Never check the actions of the child; follow him and watch to prevent any serious accidents, but do not even remove obstacles which he would learn to avoid by tumbling over them a few times. Do not too much regard bumps on the forehead, rough scratches, or bloody noses, even these may have their good influences. At worst, they affect only the bark and not the system like the rust of inaction."

ADDITIONAL PHYSICAL CONSIDERATIONS

"If we accept the premise that all people are special, we are better able to deal with individual differences in different individuals."

While physical education, recreation, sports, and leisure time pursuits have values which transcend the physical, one must not lose sight of physical and motor benefits that occur when individuals—both able-bodied and those with handicapping conditions—participate in physical, recreation, and sports activities. Some things to keep in mind—

- Individuals should be assessed in terms of three levels of motor skills—*essential, fundamental,* and *functional.* Emphasis depends on age level and specific program objectives for each individual.
- Participation in physical fitness and sports activities is important to overall physical health functions of impaired, disabled, and handicapped persons. Participation should be geared toward improving the overall function of the individual and daily or regular activities should be directed toward improving coordination, motor skills, and physical fitness. Motor function levels of impaired, disabled, and handicapped individuals are vital in determining categories in which each should participate or compete to assure fair chances of success.
- Ability to move and understand how the body moves is vital to success in physical education, recreation, and sports.

J. Bryant Cratty, Professor and Director, Perceptual-Motor Learning Laboratory, Department of Kinesiology, University of California, Los Angeles, California.

> "Movement is one of several important components of the child's emerging personality, not a central core from which all social, intellectual, perceptual, and academic skills must invariably

spring. . . . Clumsiness in children . . . poses social obligations which must be overcome. With exposure to a broadly based program of movement experiences, it is likely to elicit some improvements in movement abilities. . . . A comprehensive program containing a wide variety of sensory-motor experiences has been shown to exert positive changes in some severely and profoundly retarded children. Due to individual differences in neuromotor make up among these children as well as among all children, the changes are likely to vary from child to child exposed to the same program experiences. . . . A wide variety and combination of peripheral processes may be intact and/or deficit in various ways, while basic intellectual functioning may be relatively unimpaired. The way to change central intellectual processes is not by mindlessly applied peripheral movement and sensory experiences, but by involving the central processes directly . . . by encouraging the child to engage in all dimensions of intellectual behavior within a motivating program of movement experiences. . . . The viable research literature over the past 26 years has informed us that movement experiences are potentially powerful tools."

Bruce Balow, Sheila Merzer, Carol Sundholm, Autistic Program, Special Education Programs, University of Minnesota, Minneapolis, Minnesota.

"We find that movement activities . . . provide a medium through which the autistic-type and profoundly disturbed children we teach can learn . . . in a nonstressful, ordinarily satisfying way. Movement activities lend themselves easily to the development of social learning skills, particularly imitation. . . . Much instruction is necessarily individual in nature but movement activities lend themselves to group functioning such that children can touch others in constructive ways, and do simple coordination and rhythm activities in a cooperative setting. . . . Movement and physical education activities are excellent means of exploring what the children are able to do. . . . Most of our children enjoy rhythm, no matter how passive they may be or how handicapped. Rhythm is a good way to involve the children despite serious disabilities. We daily involve our . . . children in rhythmic, musical games which help them to identify parts of the body . . . and to come to some understanding of themselves in space. . . .

Milton Pettit, Instructor, Special Physical Education, Chula Vista City School District, Chula Vista, California.

> "Physical education and motor training are of paramount importance for all mentally retarded individuals. The sooner these individuals can be given a sound and fundamental physical education program the better. Intervention is taking place at age three in California. Additionally, infant stimulation programs are springing up with many beginning as early as six months of age.
>
> "More emphasis should be placed on developing individualized programs of physical education and motor development for the orthopedically handicapped, hard-of-hearing, visually handicapped, and aphasic individuals."

Charles E. Acuff, Commissioner, Mental Retardation Developmental Disabilities Services, State of Arkansas, North Little Rock, Arkansas.

> "A crucial point in both physical education and recreation is the teaching and practice of activities which will have carryover value. One of the greatest program gaps in placing an individual back in the community is in teaching that individual how to wisely and enjoyably fill his leisure hours. The problem of surplus time becomes more acute as the individual grows older and some of the activities he previously enjoyed are no longer attractive to him."

Discussions of activities, methods, research results, and other programatic areas are not within the scope of this brochure. For additional information, materials, resources, and contacts, write:

- Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC), c/o American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C., 20036.
- National Therapeutic Recreation Society, c/o National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia, 22209.

WHAT PARTICIPATION MEANS TO PARCICIPANTS

". . . skiing is the greatest single breakthrough in my entire life."

Gerald Chambers
Blind Outdoor Leisure Development
Aspen, Colorado

Perhaps the greatest testimonials to values of physical activity, recreation, and sports for persons with various types and degrees of handicapping conditions are found in comments of individuals who have participated and competed.

Mike Dempsey, Wheelchair Table Tennis Champion and bronze medal winner in 1972 International Games for the Physically Disabled, Columbus, Ohio.

> "I feel that sports for the handicapped are very important and beneficial. They are not only important physically, but mentally and socially too. Aside from the obvious physical benefits you can gain from competing in sports and trying to get your body in shape to compete, there are also mental and social benefits. The sense of accomplishment you can gain from competing in sports is tremendous. I think that the greatest benefits come in the social realm though. You get a chance to meet many great people involved in sports for the handicapped and also sports for the able-bodied. The friendships that can be developed are fantastic. You can meet other handicapped people and learn many useful things. You can learn from many people how they get around certain problems and situations. I whole heartedly recommend sports for those disabled persons who are able to participate in them."

Mary Lynne Kerr, Participant in Kansas Special Olympics, Coats, Kansas.

> "There were several things we got to do at Hope. We entered the olympics for the handicapped. We took a bus load and went to Winfield where several—just like me—played our best to win medals. I won two gold medals that year. Mom

and Dad went with me and I could see their joy when a medal was given to me. I felt like a giant and it felt great to be a winner. The next year I again won medals. . . . I feel so good to be in this wonderful world and to be able to shake hands with famous people like Buck Buchanan of the Kansas City Chiefs."

John M. Robertson, a paraplegic who attempted to swim the English Channel in the summer of 1975, is an elementary school physical education teacher at Yavapai Elementary School, Scottsdale, Arizona, and also coaches basketball, track, and softball from a wheelchair.

"Challenge, the goal is open, but the English Channel represents a triumph, a triumph over things once thought to be insurmountable . . . a dream . . . it is important to see something through. I want to be an example for others to be able to see that their dreams are possible. Most important to me, however, is the personal triumph of man over the sea.

"I love water. Being generally confined to a wheelchair makes for limitations in movement which can be a most important means of personal expression like dancing, which I used to enjoy, but have had to learn in a new way . . . you see water frees the dance, creates the flow . . . the movement and the rhythm of life. In the water, movement is uninhibited. I can stretch, run, and jump.

"I felt sorry for a man with no shoes until I met a man with no feet. It's easy to get wrapped up in your own personal problems and endeavors, forgetting the beauties associated with our lives. We must realize and accept our limitations but also challenge them . . . continually striving to grow and learn, never fearing . . .

"I hope to learn more by doing this than by anything done so far in my life. The challenge it represents will force me to understand things about myself and what I can accomplish. The training requires commitment and dedication. That will be the first test."

Anne H. Carlsen, Administrator, The Crippled Children's School, Jamestown, North Dakota.

"As a congenital quadruple amputee myself and as one who has spent her professional life in working with physically handicapped youth, I recognize the value of active participation in sports and other recreational activities as well as

intelligent vicarious enjoyment of spectator sports. The need for worthwhile leisure time pursuits is the same, and maybe even greater, for the handicapped as the nonhandicapped. Not only does it give some zest to living, but it provides a common ground for the two groups to meet and become acquainted while concentrating on an activity instead of their differences.

"When God made us, He was careful not to make us perfect. He placed before us certain obstacles which could be eliminated only through hard work, determination, and the opportunity to show a sincere effort when called upon."

Unknown

If you treat a man as he is, he will remain as he is. If you treat a man as he should and could be, he may become what he should and could be. Never underestimate another's potential for no man has a right to set limitations and restrictions on another man's potential. Each of us has an obligation to assist others to develop to his potential.

Unknown

INTEGRATION INTO REGULAR SCHOOL AND COMMUNITY PROGRAMS

"Today if a crippled child possess normal intelligence, is educated properly, and receives the faith he deserves, it is no longer acceptable for anyone in placing a prop under his body to place a ceiling over his potential achievement."

Earl S. Miers

Mainstreaming is a relatively new word, and for some, a new concept. It is receiving serious support in professional literature and among governmental leaders. In simplest terms, mainstreaming means that individuals, regardless of type or severity of handicapping condition, should be given opportunities to participate in least restrictive or most productive environments. Whenever individuals can participate safely, successfully, and with personal satisfaction, they should be in regular programs at both school and community levels. When impaired, disabled, and handicapped persons cannot be integrated into regular programs, opportunities should be provided for activities and approaches geared to their needs. Mainstreaming offers opportunities to rotate children and adults in and out of regular programs according to specific activities and individual capacities and desires of participants. Mainstreaming is not intended to be an either-or situation. It can and does offer flexibility in scheduling and planning.

Honorable Charles C. MacMathias, Jr., (R), U.S. Senator, Frederick, Maryland.

"The philosophy of encouraging the participation of handicapped adults and children in physical education and recreation programs is in keeping with the idea of *mainstreaming* these individuals into ongoing activities which are already enjoyed by others in a given community."

Molly C. Gorelick, Professor and Preschool Project Director, California State University, Northridge, California.

> Although progress has been made in providing worthwhile educational and vocational preparation, there still remains a dearth of social and recreational programs for individuals with handicaps. The lack of adequate recreational programs limits the opportunities for socialization and involvement with peer groups. It also denies these individuals much needed physical fitness activities—all of which are necessary to development and maximization of the individual's emotional, psychological, and physiological well being.

Walter E. Cooper, Dean, School of Health, Physical Education, and Recreation, Southern Mississippi University, Hattiesburg, Mississippi.

> Where possible, the handicapped individual should be given every opportunity to participate in the regular programs of physical education, recreation, and athletics. However, there are many instances where the severity of the handicap may limit this possibility. Where this situation exists, special programs must be developed to assure equal opportunity for this minority group in our society.

The President's Committee on Mental Retardation, Washington, D.C.

> The Committee sees particular value in those programs which involve interaction between the retarded person and others, whether they be retarded or not, since this will help the retarded individual develop social as well as motor skills.

The New Jersey Association for Retarded Citizens (NJARC), New Brunswick, New Jersey.

> If . . . the retarded individual is to be successfully integrated into his community, and if recreation is to figure in the process, then public recreation agencies must be asked to assume a more active, indeed a more direct, role in the provision of recreation services to members of this population than they have in the past.

Charles T. Mitchell, Jr., Late Chairman, Recreation Committee, National Association for Retarded Citizens, Philadelphia, Pennsylvania.

> To become a productive, well-adjusted member of society, a person must learn the value and cultural patterns of his society—the rhythms of daily life, work, and leisure. This can only be achieved through active participation in all aspects of community life. It cannot be learned in social isolation! . . . Mentally retarded persons have been known to fail in the community because they have not learned to constructively fill those hours when they are not in school or on the job. In some cases, they are unaware of the recreational resources available to them and, in others they have not learned to use these outlets properly.

Anne H. Carlsen, Administrator, The Crippled Children's School, Jamestown, North Dakota.

> When Scoutmasters and public school principals are aware that the handicapped child will grow up to take his place in the everyday world of the average citizen, they will be more easily persuaded that specific children can join the Boy Scout group or the neighborhood school.

Harold Yuker, Hofstra University, Hempstead, Long Island, New York.

> The major problem is to change people's attitudes. We must change the attitudes of people in general—and employers and educators in particular—so that they will focus on abilities not disabilities.

Teachers must really believe that the child rather than the curriculum should be the center of the school.

You cannot individualize instruction if you do not know the individual.

Unknown

EPILOGUE

"Life's prizes are not won by those who are endowed with nature's gifts—they are won by those with a will to win."

Statements, discussions, and expressed values mean nothing unless concerned citizens, physical educators, recreation personnel, special educators, volunteers, parents, and other individuals who care do something to improve opportunities for impaired, disabled, and handicapped individuals. The important thing is for *you* to understand and take steps *now* to plan, implement, and intensify programs in physical education, recreation, and sports for these populations. Recognize yourself, and help others in your community realize that—

- Physical education, recreation, and sports are important in the lives of impaired, disabled, and handicapped persons. Infant stimulation programs and play activities for preschool children through highly structured competitive sports and games are important and provide valuable experiences for impaired, disabled, and handicapped persons. These programs must be nurtured, initiated, expanded, intensified, and improved.
- Ideas expressed here can be used as points of departure in starting programs and selling concepts.

  —Plan conferences, symposia and demonstrations using statements contained in this brochure along with those of individuals in your community and nearby town to show what is being done, what can be done, and what should be done.

  —Ask local educators, physicians, administrators, parents, and volunteers to participate in programs and make their own statements based on their experiences and needs that have been demonstrated in your community.

  —Combine intellectual and emotional appeals to show the need for and create the

desire for community support for types of programs discussed in this brochure.

In essence, we can draw from sports themselves and restate what physical education, recreation, and sports for special populations—in fact education and special education themselves—are all about. Basically, each of these program areas is designed to help participants of all ages—

- *Establish goals* that are relevant, important, and meaningful.
- *Develop the ability* to follow through to attain established goals.
- *Learn to deal* with a reality of life that everyone must face and cope with daily. Despite setting goals and following through, no one always reaches all established goals —real and important differences exist between losing and failing. As Vince Lombardi said, "Winning isn't everything; *the will to win* is everything."
- *Recognize* that even though each of us is an individual, everyone must daily sublimate what is to be done for the good of the group. Rules, regulations, laws, and mandates affect us all.

Douglas MacArthur put it well—"Upon the fields of friendly strife are sown seeds that in other days and in other fields will bear the fruits of victory."

If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.

Henry David Thoreau

Physical Education and Recreation for the Handicapped: Information and Research Utilization Center

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